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It is best to think of Web 2.0 in terms of its characteristics (Jisc, 2007):

Motivation

To promote digital literacies in teaching and learning.

Many Web 2.0 tools used to promote digital literacies are not designed by educationalists or developed specifically for teaching and learning, but there is an increasing demand and call for teachers to use them to share content, support learners and for inter-institution collaboration (Horizon K-12, 2014).

“The capabilities which fit someone for living, learning and working in a digital society” (Jisc, 2013)

This is the definition adopted by the project team. In the questionnaire participants were asked what this definition means to them.

Scope staff and student support services and academics' perceptions and applications of Digital Literacies in Higher Education via a survey.

Investigate further potential tensions and identified issues related to use and development *via focus groups and interview*.

Collate and disseminate best/effective practice examples *via online platforms and seminars.*

Relate findings to literature and sector developments with a view to *develop a framework*.

Jisc (2013) funded project work led to the identification of seven elements of digital literacy:

Media literacy - Information literacy - Digital scholarship - Learning skills - ICT literacy
Career and identity management - Communications and collaboration

This project aims to identify our institutional awareness of these literacies and how we can enhance teaching and learning in this area. Other universities who participated in the Jisc call (Middlesex didn't) for example, LSE have set up a student group of "Digital Ambassadors."

Phase 1 - Survey of academic staff

Phase 2 - Focus groups & interviews with staff

Phase 3 - Survey of MDX Students

Phase 4 - Focus groups with Students

A qualitative practitioner research methodology informed by principles of action research is adopted. The diagram to the left shows the four project phases.

| Tasks | Time frame 2014-15 |
|---|--------------------|
| Design and pilot questionnaire | July – September |
| Refine and administer questionnaire | October – February |
| Analyse questionnaire and identify themes | March – May |
| Develop interview and focus group schedules | June – July |
| Interview and focus group implementation | August- September |
| Analyse interview and focus groups | September-November |
| Report and recommendations | December |

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**Middlesex
University
London**

Online resources in the form of case studies including video that detail best/effective practice examples across disciplines including library services

Contribution to staff development seminars and conferences

A published framework for interdisciplinary development of digital literacies positioned in relation to literature and sector developments

Scan the QR code below to view this poster online
Alternatively you can visit:
<http://tinyurl.com/puax43m>



The research team are made up of teaching fellows, Centre for Academic Practice Enhancement (CAPE) staff and informed by Library Development and Support. The interdisciplinary nature of the group emphasises a cross-discipline, multifaceted investigation of the topic.

Regardless of discipline we would be happy to hear your comments/thoughts and welcome your contribution. Please email t.zoubir@mdx.ac.uk

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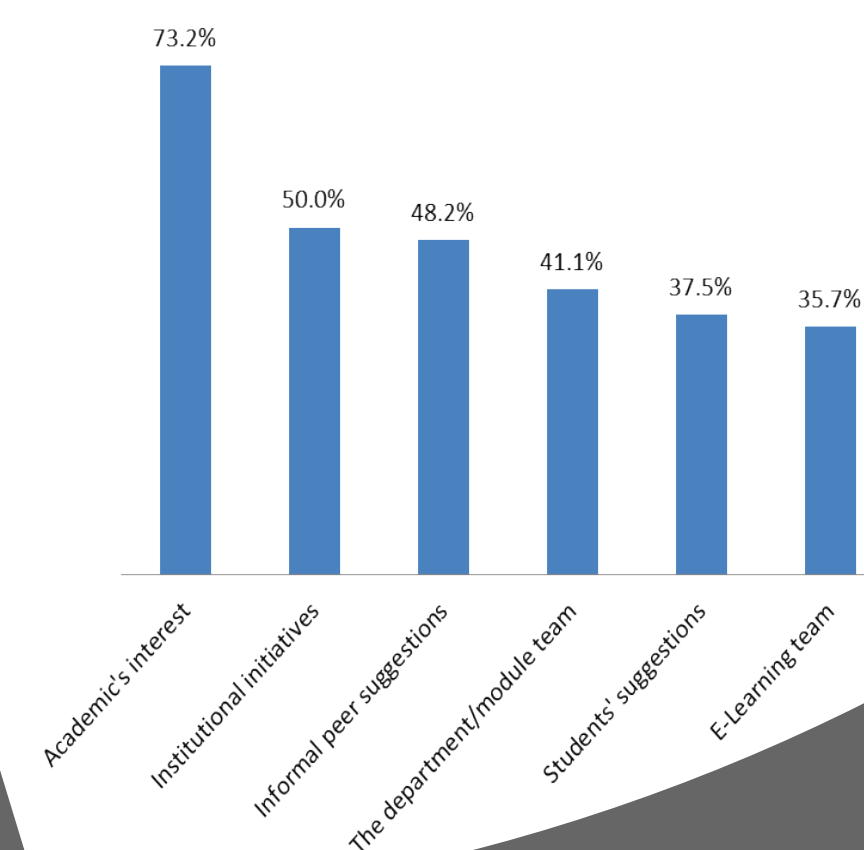
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What does digital literacy mean to you?

Beyond an understanding and knowledge of different types of online tools, digital literacy is about the application of those tools to help/solve a problem and knowing how to get the best from those tools.

Key drivers to use technologies in teaching and learning.

(More than one selected; n.56)



Some questionnaire items were closed (non-free text responses) and provided good summary data. These were generally followed by an open question.



For examples of results see the inner circle "Phase 1 results".